**Entry 3: Demonstrating and Developing Musicianship**

**12 Pages Total**

***1. Instructional Context***

**Provide the following information in addition to the context that you supply on the Contextual**

**Information Sheet, which focuses on the school or district at large. In this section, address**

**the following questions about your selected class:**

***What is the size of the class featured in this entry, and what are the grades and ages of***

***the students in the class? What is the subject matter of the class?* (Example: 14 students**

**in grade 7, ages 12 and 13, orchestra class)**

The class featured in this entry is an instrumental band music class. The size of the class featured in this entry is 31 students in grades 10, 11, and 12, ages 16-18.

***What are the relevant features of this class (this may include the range of abilities of the***

***students, the special needs of the students, ethnic and linguistic diversity, heterogeneity***

***of the class, the personality of the class)?* Give any other information that might help an**

**assessor “see” this class.**

This class consists of students taking their second year of band, previously completing the beginning band course where they begin playing instruments for the first time. The class is % Hispanic, % African american, % white caucasion, and % other. The primary first language of the majority of students is Spanish, second language English. This class has a large woodwind instrument section, but strong players in the smaller brass and percussion sections to keep the balance necessary to successfully perform the music.

The personality of this class is a very positive, motivated, and hard working personality with a espirit de corps that has been developed since the beginning of the school year. There are clear leadership positions within the ensemble that have been taken up by various students in each section voluntarily. This class is less competitive and more spirited, fun, and friendly. Students often help each other out in a positive way that does not cause student conflict or ill will. Students often perform on their instrument the sheet music in class before class starts and after class ends when they are not required to do so. They also play music they have found on the internet, heard on the radio, and compact discs, and share this with myself the instructor and other students in class.

One example seen in the video is when I am finished rehearsing one piece of music I get off the podium to inform the students through body language that we are moving on to the next rehearsal piece. The schedule of events for that day is labeled on the whiteboard so the students know the order of music and activities for that day. While I give the students a minute to get the next piece of music out to rehearse, the band starts working on the piece immediately, and even without a director or any kind of instruction, the students start joining in with each other and eventually nearly the entire band has caught on and is performing the piece without the director. This displays a high level of motivation, spirit de corps, and positive behavior without any instruction or influence directly by the instructor at that moment.

***What particular dynamics of the class does an assessor need to***

***know about in order to understand the context of this lesson?***

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***What are the relevant characteristics of the students with exceptional needs and abilities***

***that influenced your planning for this instruction (for example, range of abilities and the***

***cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your***

***students)?* Give any other information that might help the assessor “see” this class.**

### students in the class have Individual Educational Plans (I.E.P) with learning and cognitive disabilities including ……………………………………………………

***How often and for how long does this class meet?***

This class meets every day during the seventh period of the school day for **48? minutes**.

***What particular instructional challenges does the class chosen for this entry represent?***

***What challenges, if any, have impacted the relative level of musicianship of this class? This***

***might include, but is not limited to, a description of your students’ skills, knowledge,***

***attitudes and habits, and previous experiences that relate to your music instruction, or the***

***time of year from which the lesson was selected.***

***Suggested total page length for Instructional Context: 2 pages***

There are a few particular challenges for this class that have impacted the relative musicianship for this class. Although every student is in there second year of band, many have progressed at different rates based on which beginning class they came from, how large there section is, and the various parts and level of difficulty of music presented to them in the past.

The first trombone player has relatives and family members that have played instruments all there lives, therefore that outside influence has made him excel at a higher rate than most of the other students in the class. The flute section consists of only two players so it lacks the strength in numbers that other sections enjoy such as the clarinet section which consists of 10 players. The music reading ability level is a challenge in that some students rely more on their ear to figure out the music and some more on their eyes and what is written on the page which both pose problems in developing and implementing effective instruction. Since the socio-economic status of my students is very poor, no students can afford private instruction by professionals on their instrument outside of class, besides lessons that I offer at no charge after school. Attendance can be an issue with a class that is near the end of the day, the second to last period, with some students having there final period off.

***2. Goals and Instruction***

In this section, address the following questions:

***What was the goal for the unit from which the lesson chosen for this entry was a part?***

Performance of Pre-Grade 1 to Grade 2 quality music literature at the annual winter concert for parents, school, and community.

***What objective did you identify as the focus for this entry? Why was this objective***

***important and appropriate for these students at this time?***

The main objective of the rehearsal was musical phrasing and the use of dynamics, crescendos and decrescendos to show musical phrasing. The objective was important and appropriate to the students at this time because this was near the end of the rehearsal process where the majority of students were using correct fingerings, pitches, and rhythms. With some of the core fundamentals of the music mastered by the students and based on the limited time remaining before the concert this was the time to implement higher musical ideas to enhance the overall performance of the music.

***What skill(s) did you select for your students to exhibit their understanding of the***

***objective?***

I chose to demonstrate and model using my musician skills on the trumpet.

**What instructional strategies did you use to foster students’ musical growth?**

**Suggested total page length for Goals and Instruction: 3 pages**

I used multiple instructional strategies to foster students growth throughout the lesson. First, I use music performance modeling on many different instruments as an effective tool for implementing instruction in my classes. Second, I use body language to inform the students of what I want them to think about or what task I wish them to engage in. I use facial expressions to show how I am feeling while the music is performing and what the music is trying to express emotionally. I also use facial expressions, body language, and eye contact to communicate non-verbally musical instruction, attitude, and expectations of behavior in class. Third, I verbally describe what I want them to perform, think about, or discuss. These are the three main strategies used in this entry.

***3. Analysis***

***This section focuses on your description and analysis of your video recording. When citing***

***specific evidence, it may be helpful to assessors if you identify specific locations in the video***

***recording by describing specific dialogue, events, and/or students (e.g., “the girl in the green***

***sweater playing the viola”). In this section, address the following questions:***

***How did you use the diversity of your students to foster their musicianship?***

**How did you employ your own musicianship to facilitate student learning? Cite specific**

**evidence from the video recording. Remember that even at the most elementary level,**

**expert musicianship can be modeled.**

***How have you established a learning environment in which students’ behaviors exhibit***

***good musicianship?* Make specific reference to the video recording to support your**

**statements**.

***How did your students demonstrate their developing musicianship?* Cite specific examples**

**from the video recording to support your statements.**

***Did you make any unexpected changes to your planned instruction during this lesson?***

***What prompted the changes?***

***What specific procedures did you employ to assess your students’ developing***

***musicianship? Why were these procedures appropriate for this lesson?***

***What feedback, verbal or nonverbal, did you provide your students regarding their***

***developing musicianship? To what extent was it useful in supporting their musicianship?***

**Make specific reference to the video recording to support your statements.**

**Suggested total page length for Analysis: 5 pages**

***4. Reflection***

**In this section, address the following questions:**

***To what extent was the demonstration of your own musicianship supportive of student***

***learning? How might it have been more successful?***

***What subsequent learning experiences will you design for these students based on the***

***assessment information you have received?***

***How would you modify your instruction and assessment if you could teach this lesson***

***again? Why? If you would change nothing, explain what made it an effective lesson.***

**Suggested total page length for Reflection: 2 pages**